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ABSTRACT

A total of 339 elementary school teachers in Detroit, Michigan responded to a questionnaire that was designed to measure the impact of the city's court ordered desegregation plan on their attitudes. The questionnaire focused on several areas including desegregation, busing, student achievement, student racial relations, staff relations, discipline, and staff morale. Results indicated that most teachers opposed the desegregation plan as a whole, regarded busing as an ineffective means of promoting equal educational opportunity, and considered desegregation as an ineffective means of improving education in Detroit schools. However, a majority of staff members indicated that academic standards were rising, judged student racial relations as good, were satisfied with their schools' disciplinary policy, were satisfied with their ability to work with students of all races, were supportive of their schools' counseling programs, reported that fighting among students had not increased since the desegregation plan was implemented, and judged that teachers of different races were learning to work well together. (Author/MK)

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ELEMENTARY SCHOOL STAFF ATTITUDES TOWARD DESEGREGATION

1979 SURVEY

General Evaluation Unit
Research and Evaluation Department
Detroit Public Schools

June 1980

UD 021 812

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ELEMENTARY SCHOOL STAFF ATTITUDES TOWARD DESEGREGATION, 1979 SURVEY

Summary

Results of annual school staff surveys provide evidence of several favorable conditions for improved learning in Detroit elementary schools since the initiation of court-ordered desegregation.

This report presents results of a May 1979 survey of elementary school staff attitudes concerning desegregation. Results of 1977 and 1978 surveys are also included to facilitate appraisals of attitude changes.

Beginning in May 1977 the Research and Evaluation Department has conducted annual surveys of student, staff, and parent attitudes relevant to the desegregation of Detroit schools. Survey respondents, representing some 70 schools, have included middle school and high school students, school staff at all three school levels, and parents. Reports on the results of the 1977 and 1978 surveys have been issued previously.

The elementary school staff survey results provide an interesting contrast. On the one hand, results show that most elementary school staff were opposed to the desegregation plan as a whole, that most regarded busing as an ineffective means of promoting equal educational opportunity, and that most considered desegregation an ineffective means for improving education in Detroit schools.

On the other hand, results provide evidence of a number of conditions which are conducive to improved learning. This evidence includes the following findings:

1. In 1979 more staff members indicated that academic standards were rising than reported them to be declining.

2. In all three surveys (1977, 78, and 79) student racial relations were rated good by the majority of staff and were judged to be improving by far more staff than saw them as deteriorating.

3. The 1979 survey revealed that about two-thirds of the staff were satisfied with their school's discipline policy.

4. In 1979, 90 percent of staff indicated satisfaction with teacher ability to work with students of all races.

5. Between 1978 and 1979 there was a large increase in the percentage of staff who expressed satisfaction with the counseling program at their school.

6. In all three surveys most staff members reported that fighting among students had <u>not</u> increased since desegregation.

7. In 1979, 81 percent of staff judged that teachers of different races were learning to work well together--up 11 percent from 1977 results.

Research and Evaluation Department
Detroit Public Schools
June 1980

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ELEMENTARY SCHOOL STAFF ATTITUDES TOWARD DESEGREGATION, 1979 SURVEY

Introduction

In the fall of 1976 the General Evaluation Unit of the Research and Evaluation Department was assigned responsibility for evaluation of court ordered desegregation of the Detroit Public Schools. Planning of the evaluation was guided by consideration of three basic goals of school desegregation, namely:

1. Improved learning,
2. Equality of educational opportunity, and
3. Improved intergroup and interracial relations.

The evaluation design included provision for a continuing study of the impact of desegregation on attitudes and behaviors of students, staff and parents.

1977 and 1978 Surveys of Attitudes and Behaviors

The evaluation of attitudes and behaviors was begun with the administration of questionnaires in May 1977 to Grade 7 and Grade 10 students, parents of elementary and middle school students, and local school staff at all school levels. Members of the student, parent, and staff samples represented a total of 72 sample schools. Results of these 1977 surveys were reported in a series of seven reports issued early in 1978.

The surveys of student, staff and parent attitudes and behaviors were repeated in May 1978, one year after the first survey. Most of the items were identical to those used in the

initial survey. Nearly all of the schools selected for participation in the second (1978) survey also participated in the initial (1977) survey.

The sample schools for both the 1977 and 1978 surveys were selected in a manner to obtain representation of several types of schools classified with respect to racial mix before and after pupil reassignments were initiated (in January 1976). Classification of the schools was done on the basis of percents of black and white students at each school as of September 26, 1975 (before pupil reassignments), and as of the date of the latest available student racial distribution count for the school district (after pupil reassignments).

For each of these times every regular elementary, middle and high school in the school system was classified according to court definitions as "Identifiable White" (greater than 70 percent white), "Predominantly Black" (greater than 55 percent black), or "Desegregated" (30 to 55 percent black). Henceforth in this report these desegregation status classifications will be abbreviated "White," "Black," and "Deseg." Every school was then classified according to its sequence of statuses over the two points in time, e.g., "White-Deseg," "White-Black," Black-Deseg," "Deseg-Deseg," "Black-Black," etc. Finally, arbitrary numbers of schools were randomly selected at each school level to represent the various types. In Table 1 are given the numbers of 1978 survey sample schools by type and school level.

The results of 1978 surveys were reported in a second series of seven reports issued early in 1979.

TABLE I

Distribution of Schools Selected for Participation in the 1978 Survey of Student, Staff, and Parent Attitudes by Desegregation Status and School Level

Desegregation Status	Number of Schools by Level			Total
	Elementary	Middle	Senior HS	
White-Deseg	9	3	0	12
Black-Deseg	3	2	0	5
Deseg-Deseg	4	2	1	7
Deseg-Black	4	2	1	7
White-Black	8	4	3	15
Black-Black (enrollment < 80% Black)	4	3	3	10
Black-Black (enrollment > 80% Black)	6	6	3	15
Total	38	22	11	71

1979 Surveys

In May, 1979 the surveys were administered again for the third time. All 69 participating schools had been in the 1978 sample of schools and all except eight had participated in 1977 as well. All but a few of the survey questions were in both the 1977 and 1978 survey questionnaires.

This report on results of the 1979 survey of elementary school staff attitudes is the first of a series of seven reports on results of the student, staff and parent surveys administered in May 1979.

The Third (1979) Survey of Elementary School Staff Attitudes

Description of the Study

The staff questionnaire administered in 1979 was very similar to those administered to staff in the 1977 and 1978 surveys. All three editions of the questionnaire were developed by the General Evaluation Unit of the Research and Evaluation Department. The questions focused on several areas including desegregation and busing, student achievement, student racial relations, staff-student relations, staff relations, discipline, and staff morale. The 1979 staff questionnaire included most of the items in the one used in the 1977 and 1978 surveys, and a few new items. Some of the questions inquired about racial relations among students at the respondent's school. Staff at the participating schools with more than 80 percent black enrollment were directed not to answer these questions.

The questionnaire was administered in May 1979 to samples of staff in all 36 elementary schools in the 1979 desegregation evaluation school sample, as well as to samples of staff in all of the sample middle and high schools. The staff sample for each elementary school included the principal and randomly selected professionals from the latest available class report. The total elementary school staff sample provided representation of teachers in all curriculum areas, unit heads, counselors, and a few assistant principals. Questionnaires were sent via school mail to a total of 506 elementary school staff. Of these, 339 (67 percent) returned completed questionnaires.

A total of 36 sample elementary schools participated in the 1979 staff survey. All 36 schools participated in the 1978 survey and all except three participated in the first (1977) survey. The racial distribution of the staff sample respondents in the 1979 survey was as follows:

Numbers of Staff Respondents

Black	White	Total
151	188	339

Analysis of Response Data

All participating staff members' responses and certain identification data (not including names) were keypunched on cards. Computer analyses were run to obtain distributions of responses to each question broken down by type of school and by student's race. To facilitate comparisons among the different sample subgroups, chi square tests were run for all questions to test for statistical significance of differences between black and white staff responses and between two different types of schools.

Special analyses of all 1979 desegregation evaluation survey data (staff, student, and parent responses) were conducted to provide evidence required in needs assessments to support Detroit applications for ESAA (Emergency School Aid Act) funds. In these analyses response data were broken out by respondent's race for two types of schools, those with lower percents of black students than the city-wide black student percentage, and those with higher

percents of black students than the city-wide percentage. Results of these analyses, including results of the 1979 elementary staff survey analysis, can be obtained, on request, from the Research and Evaluation Department.

For purposes of this report, the analysis of the 1979 elementary staff survey data was quite simple, involving merely a breakdown of response data by race, and the application of tests of significance of differences between black and white staff responses.

Major Findings

This report does not discuss results for all of the 1979 staff questionnaire items. Rather, findings are reported for those questions considered most important for a meaningful and useful evaluation of staff attitudes related to desegregation. The questions are grouped under subheadings indicating the areas of inquiry concerned. On each page of findings are presented results for one of the 1979 survey questions. Under the question are the response distributions broken down by race for the 1979 survey and for the 1978 and 1977 surveys if the question was included in those surveys. Below the response data are brief comments summarizing the findings under three headings: (1) 1979 Results, (2) Racial Differences-- 1977, 78 and 79, and (3) Trends-- from 1977 to 1979.

4. When the desegregation plan, involving pupil reassignments and school reorganization, was first put into operation in January, 1976, were you generally in favor of it, opposed to it, or neutral toward it?

Survey	Race	Percents of Responses: Strongly Opposed	Opposed	Neutral	Favored	Strongly Favored	Total No. of Resps.	Signif.[1]
1977	B	6	28	35	27	5	83	
	W	15	31	36	15	3	104	NS
	Total	11	29	35	20	4	187	
1978	B	8	14	43	28	8	133	
	W	11	35	43	7	3	205	**
	Total	10	27	43	15	5	338	
1979	B	14	22	36	21	7	149	
	W	13	32	39	11	5	186	NS
	Total	13	28	38	15	6	335	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
21% favored the desegregation plan when it was initiated.
38% indicated that they were neutral toward the desegregation plan.
41% were opposed to it.

Racial Differences--1977, 78 and 79

Black staff were more likely than white staff to respond that they favored the desegregation plans in all three surveys. The difference was significant, however, only in 1978.

Trends--from 1977 to 1979

A slight decrease (- 3%) in staff who indicated that they favored the desegregation plan.

5. How do you now feel generally about the desegregation plan?

Survey	Race	Percents of Responses: Strongly Opposed	Opposed	Neutral	Favor	Strongly Favor	Total No. of Resps.	Signif.[1]
1977	B	10	25	32	28	5	81	
	W	19	34	27	18	2	104	NS
	Total	15	30	29	23	3	185	
1978	B	17	22	36	20	6	133	
	W	18	42	30	11	1	205	**
	Total	17	34	32	14	3	338	
1979	B	17	35	25	18	6	151	
	W	19	48	20	11	2	185	*
	Total	18	42	22	14	4	336	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
18% now favored the desegregation plan.
22% felt "neutral."
60% were now opposed.

Racial Differences--1977, 78 and 79

White staff were significantly more likely than black staff to respond that they were opposed to the desegregation plan in the 1978 and 1979 surveys. There was no significant difference in responses in the 1977 survey.

Trends--from 1977 to 1979

An increase (+ 15%) in staff who were opposed to the desegregation plan.

6. How would you rate the effectiveness of busing in Detroit schools as a means of promoting equal educational opportunity?

Survey	Race	Percents of Responses: Very Ineffective	Quite Ineffective	Quite Effective	Very Effective	Total No. of Resps.	Signif.[1]
1977	B	20	54	20	6	80	
	W	28	47	25	0	55	*
	Total	25	50	23	3	179	
1978	B	29	40	31	1	131	
	W	37	49	14	1	200	**
	Total	34	45	20	1	337	
1979	B	35	45	16	4	147	
	W	45	40	12	3	183	NS
	Total	40	42	14	4	330	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
82% rated busing "Quite ....." or "Very Ineffective."
18% rated busing "Quite ....." or "Very Effective" as a means of promoting equal educational opportunity.

Racial Differences--1977, 78 and 79

White staff were significantly more likely than black staff to rate busing as an ineffective means of promoting equal educational opportunity in the 1977 and 1978 surveys. No significant difference in responses was found for the 1979 survey.

Trends--from 1977 to 1979

A small decrease (- 8%) in staff who felt that busing was effective as a means of promoting equal educational opportunity.

7. Over the long run, how effective do you think desegregation will be in improving the quality of education in the Detroit schools?

Survey	Race	Percents of Responses: Very Ineffective	Quite Ineffective	Quite Effective	Very Effective	Total No. of Resps.	Sig-nif.[1]
1977	B	23	45	27	6	71	
	W	27	54	19	0	96	NS
	Total	25	50	22	2	167	
1978	B	30	37	27	6	132	
	W	40	47	12	1	199	**
	Total	36	43	18	3	331	
1979	B	31	37	25	8	147	
	W	41	49	8	2	184	**
	Total	37	44	15	5	331	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
81% believed that desegregation will be ineffective in improving the quality of education in the Detroit schools.
20% believed that desegregation will be effective.

Racial Differences--1977, 78 and 79

White staff were significantly more likely than black staff to respond that desegregation will be ineffective in the 1978 and 1979 surveys.

Trends--from 1977 to 1979

A small increase (+ 6%) in staff who responded that busing will be ineffective as a means of improving the quality of education.

8. In general, how well do you think the busing plan has worked in your school this year? (Disregard if no students are bused to your school.)

Survey	Race	Percents of Responses: Very Poorly	Poorly	Fair	Well	Very Well	Total No. of Resps.	Sig-nif.[1]
1977	B	2	15	32	32	19	53	
	W	11	12	35	35	7	74	NS
	Total	7	13	34	34	12	127	
1978	B	7	13	33	37	10	90	
	W	7	24	31	25	12	165	NS
	Total	7	20	32	29	11	255	
1979	B	5	13	35	33	15	103	
	W	12	19	36	25	9	130	NS
	Total	9	16	36	28	11	233	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
39% believed that the busing plan worked well in their school during the current year.
36% believed that it worked "fair."
25% believed that it worked poorly.

Racial Differences--1977, 78 and 79

There were no significant differences in responses between black and white staffs.

Trends--from 1977 to 1979

A small increase (+ 5%) in staff who felt that the busing plan had worked poorly.

9. Do you think academic standards in your school this year are generally higher, lower. or the same as compared with a year ago?

Survey	Race	Percents of Responses: Much Lower	Lower	Same	Higher	Much Higher	Total No. of Resps.	Signif.[1]
1977	B	0	13	58	30	0	78	
	W	8	22	56	14	0	100	**
	Total	5	18	57	21	0	178	
1978	B	1	10	60	26	2	126	
	W	7	19	60	15	0	195	**
	Total	4	16	60	19	1	321	
1979	B	2	10	54	32	2	145	
	W	6	15	54	22	3	184	NS
	Total	4	13	54	26	2	329	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
28% believed that academic standards in their school were higher than the year before.
54% felt that the standards were the same.
17% felt that standards were lower.

Racial Differences--1977, 78 and 79

White staff were significantly more likely than black staff to respond that academic standards in their school were lower than the year before in the 1977 and 1978 surveys. There were no significant differences in responses in the 1979 survey.

Trends--from 1977 to 1979

A small increase (+ 7%) in staff who responded that academic standards were higher than the previous year.

10. In general, how well do you think the students in your school are achieving academically this year as compared with last year?

Survey	Race	Percents of Responses: Much Worse	Worse	Same	Better	Much Better	Total No. of Resps.	Signif.[1]
1977	B	0	9	52	38	1	81	
	W	4	27	48	20	1	99	**
	Total	2	19	49	28	1	180	
1978	B	0	6	55	35	4	127	
	W	3	19	58	20	1	191	**
	Total	2	14	57	26	2	318	
1979	B	1	6	55	37	1	145	
	W	3	20	48	28	1	182	**
	Total	2	14	51	32	1	327	

[1] Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
33% responded that students in their school were achieving better academically than the year before.
51% responded that students were performing the same.
16% responded that students were not achieving as well.

Racial Differences--1977, 78 and 79

White staff were significantly more likely than black staff to respond that students in their school were not achieving as well compared to the previous year in all three surveys.

Trends--from 1977 to 1979

A small increase (+ 4%) in staff who responded that student achievement was better compared to the previous year.

11. How well are students of different races getting along at your school this year compared with last year?

Survey	Race	Percents of Responses: Much Worse	A Little Worse	About The Same	A Little Better	Much Better	Total No. of Resps.	Signif.[1]
1977	B	0	0	43	44	13	61	
	W	5	4	65	20	7	85	**
	Total	3	2	56	30	10	146	
1978	B	0	5	51	25	19	103	
	W	1	5	72	16	7	177	**
	Total	0	5	64	19	12	280	
1979	B	1	2	70	19	8	110	
	W	2	4	77	13	5	150	NS
	Total	2	3	74	15	6	260	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
21% stated that students of different races in their school were getting along better than the year before.
74% stated that students were getting along about the same.
5% responded that students of different races were not getting along as well.

Racial Differences--1977, 78 and 79

In 1977 and 1978 black staff were significantly more likely than white staff to respond that students of different races were getting along better. There were no significant differences in responses in the 1979 survey.

Trends--from 1977 to 1979

An increase (+ 28%) in staff who responded that students were getting along about the same as the year before.

12. How would you describe the treatment of black and white students at your school during this school year, in general?

Survey	Race	Percents of Responses: Black Students Are Treated Better Than White Students	White Students Are Treated Better Than Black Students	Black and White Students Are Treated Equally	Total No. of Resps.	Sig-nif.[1]
1977	B	0	12	88	61	
	W	0	0	100	87	**
	Total	0	5	95	148	
1978	B	2	12	86	102	
	W	3	1	96	187	**
	Total	3	5	93	289	
1979	B	0	11	89	112	
	W	3	1	96	154	**
	Total	2	5	93	266	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
93% responded that black and white students are treated equally.
5% responded that white students were treated better than black students.
2% responded that black students were treated better than white students.

Racial Differences--1977, 78 and 79

Black staff were significantly more likely than white staff to respond that white students were treated better in their school in all three surveys.

Trends--from 1977 to 1979

No appreciable change in responses of staff regarding preferential treatment of black and white students.

13. Do you think black and white Detroit students will get along better or worse next year than this year, in general?

Survey	Race	Percents of Responses: Much Worse	A Little Worse	About The Same	A Little Better	Much Better	Total No. of Resps.	Sig-nif.[1]
1977	B	0	1	60	30	9	78	
	W	2	3	74	18	3	99	NS
	Total	1	2	68	23	6	177	
1978	B	0	2	65	32	1	133	
	W	0	5	76	19	1	199	*
	Total	0	4	72	24	1	332	
1979	B	1	1	70	25	2	144	
	W	1	2	83	14	1	179	NS
	Total	1	2	77	19	1	323	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
20% believed that black and white students would get along better next year.
77% believed that they would get along about the same.
3% believed that black and white students would not get along as well the next year.

Racial Differences--1977, 78 and 79

Black staff were more likely than white staff to respond that black and white students would get along better next year in all three surveys but the difference was significant only in 1978.

Trends--from 1977 to 1979

An increase (+ 9%) in staff who believed that black and white students would get along about the same the next year.

14. How would you rate interracial relations among students at your school this year?

Survey	Race	Percents of Responses					Total No. of Resps.	Sig-nif.[1]
		Very Poor	Poor	Fair	Good	Very Good		
1977	B	0	0	30	54	16	61	
	W	1	7	36	43	14	89	NS
	Total	1	4	33	47	15	150	
1978	B	0	3	39	41	16	104	
	W	0	6	37	45	12	186	NS
	Total	0	5	38	44	14	290	
1979	B	1	4	36	45	14	114	
	W	1	6	38	40	15	152	NS
	Total	1	5	37	42	15	266	

[1] Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
57% felt that interracial relations among students at their school were good.
37% felt that interracial relations were fair.
6% felt that they were poor.

Racial Differences--1977, 78 and 79

There were no significant differences between black and white staff with respect to their perceptions of interracial relations among students in their school.

Trends--from 1977 to 1979

A small decrease (- 5%) in staff who responded that interracial relations were good.

15. Compared with last year, has the number of discipline problems at your school increased, remained the same, or decreased?

Survey	Race	Percents of Responses: Greatly Increased	Increased	Remained The Same	Decreased	Greatly Decreased	Total No. of Resps.	Sig-nif.[1]
1977	B	4	25	46	22	3	76	
	W	15	29	40	15	1	98	NS
	Total	10	27	43	18	2	174	
1978	B	4	23	41	31	2	128	
	W	5	29	45	18	3	190	NS
	Total	5	26	43	23	2	318	
1979	B	4	24	49	21	3	142	
	W	5	30	43	22	0	181	NS
	Total	4	28	46	21	1	323	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
22% responded that the number of disciplinary problems at their school had decreased.
46% responded that it remained the same.
32% responded that it had increased.

Racial Differences--1977, 78 and 79

There were no significant differences between black and white staff with regard to opinions about changes in the incidence of discipline problems.

Trends--from 1977 to 1979

A small decrease (- 5%) in staff who responded that the number of disciplinary problems in their school had increased.

(16-23) How do you feel about your school with respect to the following:

16. Quality of teaching?

Survey	Race	Percents of Responses: Very Dissatisfied	Quite Dissatisfied	Quite Satisfied	Very Satisfied	Total No. of Resps.	Sig-nif.[1]
1977	B	0	10	54	35	79	
	W	1	12	49	38	102	NS
	Total	1	11	51	37	181	
1978	B	1	8	62	29	132	
	W	1	10	51	38	201	NS
	Total	1	9	55	35	333	
1979	B	1	9	66	24	145	
	W	1	9	62	28	184	NS
	Total	1	9	64	26	329	

[1] Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
90% felt satisfied with the quality of teaching in their school.
10% felt dissatisfied.

Racial Differences--1977, 78 and 79

There were no significant differences between black and white staff with respect to opinions about the quality of teaching in their schools.

Trends--from 1977 to 1979

A very slight increase (+ 2%) in staff who felt satisfied with the quality of teaching in their school.

(16-23) How do you feel about your school with respect to the following:

17. Behavior of students in the school?

Survey	Race	Percents of Responses: Very Dissatisfied	Quite Dissatisfied	Quite Satisfied	Very Satisfied	Total No. of Resps.	Signif.[1]
1977	B	12	27	51	10	77	
	W	16	33	43	8	102	NS
	Total	14	31	46	9	179	
1978	B	10	33	46	11	132	
	W	12	39	41	8	201	NS
	Total	11	37	43	9	333	
1979	B	8	31	52	9	147	
	W	13	38	44	6	180	NS
	Total	11	35	48	7	327	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
55% felt satisfied with the behavior of students in their school.
46% felt dissatisfied.

Racial Differences--1977, 78 and 79

There were no significant differences between black and white staff with respect to satisfaction with student behavior.

Trends--from 1977 to 1979

Very little change in responses of staff regarding student behavior in their school.

(16-23) How do you feel about your school with respect to the following:

18. Discipline policy of the school?

Survey	Race	Percents of Responses: Very Dissatisfied	Quite Dissatisfied	Quite Satisfied	Very Satisfied	Total No. of Resps.	Sig-nif.[1]
1977	B	12	27	47	14	77	
	W	13	17	57	14	104	NS
	Total	12	22	53	14	181	
1978	B	11	24	44	21	132	
	W	7	20	50	23	200	NS
	Total	9	21	48	22	332	
1979	B	7	24	50	18	148	
	W	10	32	44	14	182	NS
	Total	9	29	47	16	330	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
63% felt satisfied with the disciplinary polity in their school.
38% responded that they were dissatisfied.

Racial Differences--1977, 78 and 79

There were no significant differences between black and white staff as to satisfaction with the disciplinary policy in their school.

Trends--from 1977 to 1979

A small decrease (- 4%) in staff who felt satisfied with the disciplinary policy in their school.

(16-23) How do you feel about your school with respect to the following:

19. Ability of teachers to work with students of all races?

Survey	Race	Percents of Responses: Very Dissatisfied	Quite Dissatisfied	Quite Satisfied	Very Satisfied	Total No. of Resps.	Signif.[1]
1977	B	2	21	49	28	61	
	W	1	2	51	46	92	**
	Total	1	10	50	39	153	
1978	B	5	9	52	34	102	
	W	2	4	52	42	185	NS
	Total	3	6	52	39	287	
1979	B	4	14	44	39	114	
	W	1	5	49	45	152	*
	Total	2	9	47	43	266	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
90% responded that they were satisfied with the ability of teachers in their school to work with students of all races.
11% responded that they were dissatisfied.

Racial Differences--1977, 78 and 79

White staff were significantly more likely than black staff to feel satisfied with the ability of teachers to work with students of all races in the 1977 and 1979 survey years. There were no significant differences in responses in the 1978 survey.

Trends--from 1977 to 1979

Virtually no change in responses of staff with respect to satisfaction with the ability of teachers to work with students of all races in their school.

(16-23) How do you feel about your school with respect to the following:

20. Staff morale?

Survey	Race	Percents of Responses: Very Dissatisfied	Quite Dissatisfied	Quite Satisfied	Very Satisfied	Total No. of Resps.	Sig-nif.[1]
1977	B	8	25	41	26	76	
	W	9	21	56	15	102	NS
	Total	8	23	49	20	178	
1978	B	6	22	43	29	129	
	W	9	24	43	24	197	NS
	Total	8	23	43	26	326	
1979	B	6	25	52	18	143	
	W	13	24	45	18	183	NS
	Total	10	24	48	18	326	

[1] Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
66% responded that they were satisfied with staff morale in their school.
34% responded that they were dissatisfied.

Racial Differences--1977, 78 and 79

There were no significant differences between black and white staff with regard to satisfaction with staff morale in their school.

Trends--from 1977 to 1979

A slight decrease (- 3%) in staff who responded that they were satisfied with staff morale in their school.

(16-23) How do you feel about your school with respect to the following:

21. Application of the Student Code of Conduct?

Survey	Race	Percents of Responses: Very Dissatisfied	Quite Dissatisfied	Quite Satisfied	Very Satisfied	Total No. of Resps.	Signif.[1]
1977	B	8	27	47	18	74	
	W	12	15	50	23	104	NS
	Total	10	20	49	21	178	
1978	B	9	26	42	23	130	
	W	10	20	46	25	199	NS
	Total	9	22	44	24	329	
1979	B	5	27	48	20	147	
	W	15	26	40	19	181	*
	Total	11	26	44	20	328	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
64% felt satisfied with their school's application of the Student Code of Conduct.
37% felt dissatisfied.

Racial Differences--1977, 78 and 79

Black staff were more likely than white staff to indicate that they were satisfied with the application of the Student Code of Conduct in the 1979 survey. No significant differences were found for the other survey years.

Trends--from 1977 to 1979

A small increase (+ 7%) in staff who were dissatisfied with the application of the Student Code of Conduct in their school.

(16-23) How do you feel about your school with respect to the following:

22. Amount of opportunity for student participation in co-curricular activities?

Survey	Race	Percents of Responses: Very Dissatisfied	Quite Dissatisfied	Quite Satisfied	Very Satisfied	Total No. of Resps.	Signif.[1]
1977	B						
	W						
	Total						
1978	B	9	21	55	16	126	
	W	5	17	56	21	184	NS
	Total	7	19	56	19	310	
1979	B	10	16	51	23	145	
	W	7	20	51	22	167	NS
	Total	8	18	51	23	312	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
74% indicated satisfaction with the amount of opportunity for student participation in co-curricular activities.
26% indicated dissatisfaction.

Racial Differences--1977, 78 and 79

There were no significant differences in responses between black and white staff with respect to satisfaction with opportunities for students to participate in co-curricular activities.

Trends--from 1978 to 1979[2]

No appreciable change in responses of staff regarding opportunities for students to participate in co-curricular activities.

[2]This question was not asked in 1977

(16-23) How do you feel about your school with respect to the following:

23. Adequacy of counseling and guidance service to students?

Survey	Race	Percents of Responses: Very Dissatisfied	Quite Dissatisfied	Quite Satisfied	Very Satisfied	Total No. of Resps.	Signif.[1]
1977	B						
	W						
	Total						
1978	B	18	27	38	16	125	
	W	22	29	36	12	188	NS
	Total	21	28	37	14	313	
1979	B	9	16	47	28	142	
	W	18	19	47	16	178	*
	Total	14	18	47	21	320	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
68% expressed satisfaction with the adequacy of counseling and guidance service to students.
32% expressed dissatisfaction.

Racial Differences--1977, 78 and 79

Black respondents were significantly more likely than white respondents to feel satisfied with the adequacy of counseling and guidance service to students in the 1979 survey. No significant difference was found for the 1978 survey year.

Trends--from 1978 to 1979[2]

An increase (+ 17%) in staff who indicated satisfaction with the adequacy of counseling and guidance service to students.

[2]This question was not asked in 1977

24. In general, how would you describe your own experience at this school?

Survey	Race	Percents of Responses: Very Bad	Bad	So-So	Good	Very Good	Total No. of Resps.	Signif.[1]
1977	B	0	1	19	38	43	80	
	W	3	2	10	37	48	100	NS
	Total	2	2	14	37	46	180	
1978	B	1	2	19	39	39	130	
	W	2	2	14	39	44	200	NS
	Total	1	2	16	39	42	330	
1979	B	1	4	13	43	40	149	
	W	1	3	19	41	36	181	NS
	Total	1	3	16	42	38	330	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
80% described their own experience in their school as generally good.
16% described their experience as "so-so."
4% described their experience as generally bad.

Racial Differences--1977, 78 and 79

There were no significant differences in responses between black and white staff as to ratings of their own general experience in their school.

Trends--from 1977 to 1979

A slight decrease (- 3%) in staff who indicated that their own school experience was generally good.

25. What kind of school would you prefer to teach in?

Survey	Race	Percents of Responses: All White Students	Mostly White Students	Half Black Students, Half White Students	Mostly Black Students	All Black Students	Total No. of Resps.	Signif.[1]
1977	B	0	3	84	6	7	70	
	W	1	15	79	3	3	75	NS
	Total	1	9	81	4	5	145	
1978	B	0	3	87	10	1	114	
	W	6	18	74	1	1	158	**
	Total	3	11	79	5	1	272	
1979	B	0	1	79	14	6	118	
	W	2	21	72	4	2	135	**
	Total	1	12	75	9	4	253	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
13% indicated that they preferred to teach in schools of all or mostly black students.
75% indicated that they preferred to teach in schools with one-half black and one-half white students.
13% indicated that they preferred to teach in schools of all or mostly white students.

Racial Differences--1977, 78 and 79

In every year no less than 70 percent of both black and white staff indicated preference for half-black and half-white schools. Also in every year white staff were more likely to prefer all or mostly white schools and black staff more likely to prefer all or mostly black schools.

Trends--from 1977 to 1979

A slight increase in staff who indicated that they would prefer to teach in schools of all or mostly black students or in all or mostly white schools.

(26-27) What portion of your school's black and white students would you say are learning at levels up to their potential?

26. Black students?

Survey	Race	Percents of Responses: Very Few	Less Than Half	About Half	More Than Half	Almost All	Total No. of Resps.	Sig-Nif.[1]
1977	B	1	22	48	27	1	77	
	W	4	24	37	31	5	98	NS
	Total	3	23	42	29	3	175	
1978	B	9	26	30	31	4	125	
	W	4	29	31	30	5	189	NS
	Total	6	28	31	31	5	314	
1979	B	3	28	30	33	7	139	
	W	6	29	34	24	7	170	NS
	Total	5	29	32	28	7	309	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
35% responded that more than one-half of the black students in their school were learning at their level of potential.
32% responded that about one-half of the black students were doing so.
34% responded that less than one-half of the black students were doing so.

Racial Differences--1977, 78 and 79

There were no significant differences between black and white staff.

Trends--from 1977 to 1979

A small increase (+ 7%) in staff who indicated that less than one-half of the black students in their school were learning at levels up to their potential.

(26-27) What portion of your school's black and white students would you say are learning at levels up to their potential?

27. White students?

Survey	Race	Percents of Responses: Very Few	Less Than Half	About Half	More Than Half	Almost All	Total No. of Resps.	Signif.[1]
1977	B	0	21	50	28	2	58	
	W	4	12	36	40	9	86	*
	Total	2	15	42	35	6	144	
1978	B	7	19	37	31	6	97	
	W	2	19	34	39	6	173	NS
	Total	4	19	35	36	6	270	
1979	B	5	20	31	37	7	108	
	W	2	19	42	29	8	141	NS
	Total	3	20	37	33	8	249	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
41% indicated that more than one-half of the white students in their school were learning at their level of potential.
37% indicated that about one-half of the white students were doing so.
23% indicated that less than one-half of the white students were doing so.

Racial Differences--1977, 78 and 79

In 1977 whate staff were significantly more likely than black staff to respond that more than one-half of the white students were learning at levels up to their potential. No significant differences were found for the other two survey years.

Trends--from 1977 to 1979

A small increase (+ 6%) in staff who indicated that more than one-half of the white students were learning up to their potential levels.

28. A number of schools have adopted multi-ethnic texts which discuss minority-group leaders and portray minority-group accomplishments and contributions. How would you rate your school's textbooks in this regard?

Survey	Race	Percents of Responses: Very Poor	Poor	Fair	Good	Excellent	Total No. of Resps.	Signif.[1]
1977	B	6	13	42	31	10	72	
	W	3	9	31	48	9	91	NS
	Total	4	10	36	41	9	163	
1978	B	7	13	43	31	6	125	
	W	2	5	43	39	11	175	**
	Total	4	8	43	36	9	300	
1979	B	8	14	33	40	5	136	
	W	3	10	44	37	6	153	NS
	Total	6	12	39	38	6	289	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
44% stated that their school's textbooks were good or excellent regarding their portrayal of minority-group accomplishments.
39% regarded this portrayal as fair.
18% regarded this portrayal as poor or very poor.

Racial Differences--1977, 78 and 79

Black staff were significantly more likely than white staff to feel that their school's textbooks were poor or very poor in their depiction of minority-group accomplishments in the 1978 survey. No significant differences were found in the 1977 and 1979.

Trends--from 1977 to 1979

A small decrease (- 6%) in staff who responded that their school's textbooks were good or excellent in their portrayal of minority-group accomplishments.

(29-33) Here is a list of things that have happened in some Detroit schools since desegregation. Please indicate whether or not each has happened at your school:

29. There is a greater amount of fighting than before desegregation.

Survey	Race	Percents of Responses Yes	No	Total No. of Resps.	Sig-nif.[1]
1977	B	19	81	73	
	W	46	55	99	**
	Total	34	66	172	
1978	B	17	83	120	
	W	51	50	194	**
	Total	38	62	314	
1979	B	19	81	133	
	W	41	59	170	**
	Total	31	69	303	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
69% indicated that there was not a greater amount of fighting in their school than before desegregation.
31% indicated that there was an increase in fighting.

Racial Differences--1977, 78 and 79

White staff were significantly more likely than black staff to respond that there was an increase in fighting in all three survey years.

Trends--from 1977 to 1979

A very slight decrease (- 3%) in staff who indicated that there had been an increase in fighting since desegregation.

(29-33) Here is a list of things that have happened in some Detroit schools since desegregation. Please indicate whether or not each has happened at your school:

30. Teachers of different races are learning to work well together.

Survey	Race	Percents of Responses Yes	No	Total No. of Resps.	Signif.[1]
1977	B	64	36	70	
	W	74	26	97	NS
	Total	70	30	167	
1978	B	74	26	124	
	W	81	19	192	NS
	Total	79	22	316	
1979	B	78	22	139	
	W	83	17	168	NS
	Total	81	19	307	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
81% believed that teachers of different races were learning to work well together.
19% believed that they were not.

Racial Differences--1977, 78 and 79

There were no significant differences in responses between black and white staff.

Trends--from 1977 to 1979

An increase (+ 11%) in staff who responded that teachers of different races were learning to work well together.

(29-33) Here is a list of things that have happened in some Detroit schools since desegregation. Please indicate whether or not each has happened at your school:

31. White students are becoming less prejudiced.

Survey	Race	Percents of Responses Yes	No	Total No. of Resps.	Sig-nif.[1]
1977	B	79	21	52	
	W	63	37	75	NS
	Total	69	31	127	
1978	B	59	41	99	
	W	57	43	173	NS
	Total	57	43	272	
1979	B	60	40	98	
	W	57	43	131	NS
	Total	59	42	229	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
59% responded that white students were becoming less prejudiced.
42% indicated that they were not.

Racial Differences--1977, 78 and 79

There were no significant differences between black and white staff with regard to opinions as to whether white students were becoming less prejudiced.

Trends--from 1977 to 1979

A decrease (- 10%) in staff who responded that white students were becoming less prejudiced.

(29-33) Here is a list of things that have happened in some Detroit schools since desegregation. Please indicate whether or not each has happened at your school:

32. Black students are becoming less prejudiced.

Survey	Race	Percents of Responses Yes	No	Total No. of Resps.	Signif.[1]
1977	B	64	36	66	
	W	48	53	80	NS
	Total	55	45	146	
1978	B	58	42	117	
	W	52	48	184	NS
	Total	54	46	301	
1979	B	59	41	118	
	W	52	48	158	NS
	Total	55	45	276	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
55% responded that black students were becoming less prejudiced.
45% responded that they were not.

Racial Differences--1977, 78 and 79

There were no significant differences between black and white staff with regard to opinions as to whether black students were becoming less prejudiced.

Trends--from 1977 to 1979

No change in staff responses with respect to whether black students were becoming less prejudiced.

(29-33) Here is a list of things that have happened in some Detroit schools since desegregation. Please indicate whether or not each has happened at your school:

33. There are very tense relationships between black and white students.

Survey	Race	Percents of Responses Yes	No	Total No. of Resps.	Sig-[1] nif.
1977	B	7	93	57	
	W	12	89	87	NS
	Total	10	90	144	
1978	B	7	93	107	
	W	12	88	183	NS
	Total	10	90	290	
1979	B	12	88	111	
	W	12	88	139	NS
	Total	12	88	250	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
88% responded that there were not very tense relationships between black and white students.
12% indicated that these relationships were very tense.

Racial Differences--1977, 78 and 79

There were no significant differences between black and white staff in judgements about the existence of tense relationships among black and white students.

Trends--from 1977 to 1979

Virtually no change in staff opinion as to whether there were very tense racial relationships.